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GERMAN "REAL-SCHOOLS."

AMONG all modern nations the Germans are the one who have studied the subject of Education the most profoundly, and the only one among whom Teaching is fully recognized as a profession, and rests upon a clearly defined scientific basis. German literature, dating back to the period of the Reformation, when Martin Luther, in addition to his other labors, did much to promote this cause, is rich in works on the subject of every imaginable kind. It has occupied the attention of Germany's greatest scholars, philosophers, poets, and theologians, and hardly a point of view can be imagined from which the subject can be surveyed which has not been occupied by some able and distinguished thinker.

Of course upon this subject, as upon all others, a vast deal of worthless writing has been produced. Germany is a nation of writers, where every one, whether he has anything new to say or not, must write a book if he would be known as an educated man. Of course, too, there is much in the systems and ideas of a nation living in such very different circumstances, under such a different government and form of social life, which is wholly inapplicable and useless in a country like ours. The attempts to transplant German ideas directly from their native country to ours have uniformly failed,* and

* Willmsen's Children's Friend, for instance, a school book which in Germany had reached the incredible number of 153 editions, and which it is said "has been more frequently printed there than any book except the Bible," was translated and published in Philadelphia, and fell dead from the press. We remember also a work upon Natural Science which met with the same fate; not for want of merit, but because the style and tone were foreign to our manner of thinking.

must necessarily fail because no education system is good, or can be successful, that does not grow naturally out of the genius and circumstances of the people for whom it is intended.

Extensive, therefore, as is the German educational literature, we are not sanguine of any great benefits resulting from its direct importation among us. But of indirect benefit, when it comes to be seen, as it sooner or later will, that the German is of all modern languages the one from the study of which teachers can derive the greatest advantage, we have great hopes. The teacher who will study it thoroughly enough to incorporate its ideas into his own mind, and then reproduce them in forms suited to his own country, will find himself well repaid for his labor. For not only are the great fundamental principles on which human culture must rest the same for all nations, but the Germans are of the same Teutonic blood as ourselves, our kinsmen, resembling us in all the main qualities which characterize the race the world over, and differing from us only in those minor points which are influenced by differences in local habitation, forms of government, and the details of social arrangements. If they have studied any subject profoundly,—and to study subjects profoundly is the business of their lives,—we may be pretty sure they have something to teach us about it; for we are too busy now with practical affairs and the outward arrangements of a new society still in the process of growth, to be able to study anything profoundly.

We are aware, because we have heard it said a thousand times, that the Germans are a whole nation of "infidels," "atheists," and what is even worse because it is a much longer word, "transcendentalists." It has been very much the fashion for a certain class of good people to shake their heads at the uncouth types which mark their books, and declare that no good can ever come of them. Not that they are guilty of being able to read such type. They are the very persons who cannot. But, undeterred by such weighty condemnation, we are prepared to assert, from some personal knowledge, that considerable differences of opinion exist upon many subjects among German writers; nay, that if there ever was a country under the sun, where every variety of opinion existed in perfect freedom upon every conceivable subject of human thought, it is this same Germany. If the most orthodox of the orthodox, and the most conservative of conservatives, wishes for reading after his own heart, he will find it in German: if the most latitudinarian of liberals wishes to see his opinions

maintained and defended better than he can do it himself, he will find it done in Germany ; and if any one who belongs to neither extreme can nowhere else find any body to make a party or a sect with him, it is odds but he finds somewhere in German literature a writer who has reasoned out just that shade of doctrine which he holds for absolute truth, and is ready to mount and ride away with him to the world's end on that particular hobby,

It seems idle and very foolish thus to entertain unmeaning prejudices against the profoundest literature of modern times. We earnestly recommend, therefore, not the reading of bad and worthless books in it, of which doubtless there are many—as in what literature are there not?—but the reading of solid and instructive ones, of which we declare our belief that there are more on the subject of Education than in the literatures of all the other European nations put together. It is not, however, of German pedagogic literature in general that we wish here to speak, but of one particular subject, respecting which we think that we as a nation have yet much to learn : we mean the division of studies, and the classification of schools. We intend to speak more particularly of the class of schools whose name stands at the head of our article, but as a preliminary to that, we will give a brief sketch of the whole system of German schools.

The German child at six years of age enters the so-called People's School (*Volksschule*) or (in cities) Burgher Schools. This school covers the ground occupied both by our Primary and Grammar Schools, and is intended to give to the children of the lower classes, — for we must always bear in mind the European distinctions of rank, — all the schooling they will receive. The course of instruction includes the following subjects :— Religion and morals ; exercises in thought, usually connected with the study of the mother tongue ; exercises in orthography and composition, and in elementary book-keeping as far as is necessary for the wants of small tradesmen and farmers ; arithmetic through fractions, with the tables of weights and measures ; and for advanced scholars, wherever possible, the elements of geometry. Besides this, a knowledge is obtained of the most remarkable of the useful or injurious productions of nature belonging to his own country, and of the more remarkable ones belonging to foreign lands, and a general idea of the systems of classification in Natural History ; a knowledge of the principal phenomena of nature, and of the laws by which they are governed, illustrated by simple experiments, and a rudimentary knowledge of astronomy and the reckoning of time ; historical

and geographical knowledge, with special reference to the pupil's own country ; popular physiology, and some knowledge of the faculties of the mind, together with some instruction in regard to forms of government and the elements of law ; explanation of foreign terms of most frequent occurrence (as in some degree a substitute for instruction in foreign language,) and a general view of trade, commerce, and the mechanic arts. Besides this, instruction in singing, writing, and drawing, reading and declamation, and simple gymnastics ; all this not of course together, or at once, but in various courses extended over the period of eight years.

We have copied this list from a work of authority.* To what extent a thorough instruction in all these branches is realized in practice, we have no means of knowing ; but probably, owing to the superior education of German schoolmasters, to a much greater extent than a similar scheme would be in this country, and much better in some of the states of Germany than in others.

These elementary schools, though affording a preparation for those of a higher order, are yet not to be considered as a fragmentary part of a large system, but as complete in themselves, and organized in such a manner as to furnish a well-proportioned system of training for pupils who will advance no further. Next above these, but independent of them, come the Higher Burgher or Middle Schools of the cities and large towns. They take all such pupils as are destined for a higher education, at the age of eleven or twelve, when they leave the Elementary School, or from the corresponding classes of the lower Burgher School, and prepare them for the higher schools hereafter to be mentioned. Yet this preparation for another school is not to be considered the chief object ; for the teaching of these schools is also intended to be complete in itself, leaving those of their pupils who go no further, with a well-proportioned and not a fragmentary and incomplete training.

We have before us the "Programme" of the examination of the great Burgher School of the city of Leipsic, held on the 15th March, 1855, from which we learn that in the summer half year, (the latter half of 1854,) it was attended by 1020 pupils of both sexes ; in the winter half year, by 1030. It is in two divisions, both under the same director, (Dr. Vogel,) and has a regular staff, in the first division of twenty-five teachers, besides one teacher of geometry, three of French, two of writing, two of drawing, two of singing, and four of needlework

* Preusker ueber Erziehungs-und Unterrichts-Anstalten.

—in all 39: and in the second division, twenty-one regular teachers, besides two of writing, two of drawing, one of singing, and three of needlework—in all 29. The boys and girls are in separate departments. The subjects of instruction are thus laid down:—Religion, the German and French languages, writing, arithmetic, and the elements of geometry, an outline of national or "fatherland" history, a sketch of the geography of the world studied in close connection with the elements of Natural History and Natural Philosophy, and preceded by a course of instruction in what the Germans call a "knowledge of home,"* drawing, and singing.

The examination of this great school, as laid down in the programme, was to extend over a space of ten days.†

Previous to the latter part of the last century, the only instruction of a higher kind than that afforded by these Burgher Schools, was the classical course of the Gymnasia, or Latin High Schools,‡ preparatory to the University. In the year 1797, the first Real-school§ was established in Berlin by

*In Germany it is almost universally the method to communicate elementary notions of Geography, Natural History, and Physics, by means of the material objects which immediately surround the child, and with which he is most familiar,—the roads, hills, streams, and valleys of his own town and district, the plants of the road-side, and the birds and animals native to the region. Many of the school reading-books are arranged with reference to this course, which is called "Heimaths-kunde." To what extent is this truly philosophical method practised in this country? We fear that many primary and grammar-school pupils know more, or at least can utter more words about, Cambodia and Siam, than about their own state or country. We once had the great satisfaction of being able, as member of a Committee, to put a complete set of State Scientific Reports—the Geological Report of Pres. Hitchcock, the invaluable Report on Insects of Dr. Harris, the interesting volume on the Trees of Massachusetts by Mr. Emerson, &c.,—into the library of one of our town High Schools. Should they not be in every such library, or, better still, in town library accessible to *all* the teachers of the town?

†An interesting account of this school, as he saw it in 1837, may be found in the well-known report of that admirably clear-headed observer, Prof. Bache, and, transferred from it, in Mr. Barnard's very valuable compilation, *National Education in Europe*. The course of instruction as he gives it, however, includes that of the Real-school presently to be mentioned.

‡American readers must not be misled by this term into imagining anything resembling what is called a High School in this country. The German Gymnasia are about on a par (except that they are vastly more thorough) with our Colleges, and pupils leave them at about the same age. With a German "University," we have as yet in this country nothing to correspond.

§The terms "Realia," "Real-studies," and "Real-schools" would stand in need of no explanation to a German teacher, but sound a little foreign here, and, perhaps, we ought to define their precise meaning. "Realia," in German pedagogic language, is opposed to "Verbalia," the study of material objects, as distinguished from the study of language and all those spiritual objects that can only be represented by language. It must not be taken to indicate that the Germans consider material things as the only true realities, though, originating, as it did, in the time of Basedow, and the school of the so-called Philanthropists, it undoubtedly is a mark of the prejudice against verbal studies which prevailed at that time—a temporary prejudice which has long since passed away. The distinction, though, to a certain degree, useful in practice, might easily be shown to be, in the highest degree, unscientific and unphilosophical.

Councillor Hecker, and since that time they have spread over all Germany, and now form an integral and very important part of her school system. Their object is thus described by an esteemed writer on education (Curtmann):—

"The Real-schools are a creation of modern times—the result of the efforts of the higher class of citizens to secure for themselves an independent position between the laboring and the educated, governing class. This position is not yet secure, and therefore its product, the Real-school, is still exposed to much opposition, and its province not well determined. In education, no short or abbreviated experiences can be made; the educated generation must give evidence of the character of its education by its after life. But such evidence we have not had of the character of the Real-schools, and meantime the teachers of the Gymnasias assert that the separation of the industrial from the Latin Schools is superfluous, and even injurious. Materialism, superficiality, even irreligion, will be the necessary consequences of departure from the old ways; and again, a portion of the friends of popular education assert that it is superciliousness and pride of purse which separate the Real-schools from the People's Schools; that the former are nothing but advanced common schools; or rather that the latter are nothing but Real-schools kept back for want of means. If one really wishes to advance the cause of popular education, they say, he will make education general, and the difference between the two kinds of school will disappear. To these objections, the defenders of the Real-schools answer, that if the want of a better education for the middle classes had not been generally felt, such efforts and sacrifices would never have been made to found this class of schools. Fashion may have had something to do with it, but the fact undeniably shows the feeling that the Latin Schools performed their duty to the pupils not destined for a studious life, in a very unsatisfactory way, neither giving them a suitable preparation of knowledge for their future calling, nor training them in suitable habits of mind. If mistakes were made at first in the organization of the Real-schools, they are, at least, an institution devoted and adapted exclusively to the furtherance of the education of the citizen class. The elementary schools are not suitable for that purpose, because they are limited to the narrow wants of the laboring class, and, without a reform altogether impossible and inconceivable, cannot be made to attain such a degree of perfection as is necessary. The science of Pedagogy teaches that instruction succeeds in proportion as the pupils are homogeneous in their spiritual wants and their domestic education, and

that therefore a separation of schools into three classes — corresponding to the three chief classes of society — is the least that can be required ; and that the spread of intelligence in the future is not likely to increase that number. Besides, the success thus far of the Gymnasia is no proof of the universal applicability of their course of instruction. They were founded long ago, have been supported since by government, and have been long without a rival, and it has been the custom to ascribe to instruction in the ancient languages, all the good that has flowed from what has really been the *only* complete education that was to be had. The higher class of military officers, well-educated women, and even the Greeks and Romans themselves, are evidence that there are other complete forms of education besides that through the instrumentality of the ancient languages. Time has not yet, however, been given for proving the results of any other form ; but thus far, no well-founded complaints have been heard of deficiency in the results of the Real-schools, and it would seem that the experiment has been started in the right direction. That many extravagant expectations have been disappointed, is nothing strange. No school forms men directly into artists and inventors ; and where talent and character, or where the external conditions of success are wanting, no school can help. The gymnasium and the university slip many a blockhead into the service of the State, but in practical life, such smuggling is mere matter of luck. That the Real-schools are still wanting in rightly prepared teachers ; that many remains of olden times still linger about them ; many who, having fallen by accident into the business, sigh for some other calling, is an evil which the first generation cannot avoid.

“Although the different forms of the Real-school are not yet marked with sufficient distinctness, yet the following seem to be the principal : — 1. The Real-Gymnasium, with its subdivision, the Real-Progymnasium, is a Latin School, modified to meet the wants of a more complete course of instruction in mathematics and natural science. The arrangements and methods are almost entirely old, except that the time devoted to the ancient languages is somewhat abridged, and more hours are reserved for the mathematics and the natural sciences. This new element is often introduced at the expense of the health of the students, inasmuch as it leads to a considerable increase of study hours. Yet we can see that there is a real demand for the Real-Gymnasium, if we consider the character of the pupil for whom it is intended. The common Gymnasia have too strong an inclination to philological studies to be

suited to the wants of future government employees, mathematicians, and naturalists. Yet the ancient languages do not take in them a secondary place, and therefore the whole course must rather be lengthened than shortened. We might, therefore, rather class them with Gymnasia than with Real-schools, and consider a graduation from them at fourteen or sixteen inexpedient because this would give only a fragmentary education.

2. The Technical Real-school. In many places the need of a technical knowledge of mathematics, technology, and physics is so great, that the other objects of education must be postponed to their demands. We do not indeed justify the course of those who would introduce such teaching into the years of childhood, or who would postpone, without necessity, other means of culture to them; but we do not deny the necessity of such institutions for future military men, sailors, engineers, &c., although the Real-schools, (presently to be spoken of,) if rightly used, might perform the same service. The course of the Technical Real-school may end at sixteen, and instruction in the special trade or calling then take its place. As this school has a special preparation, and not a general training for its object, it more nearly resembles a trade-school.

3. The Real-school, properly so called, puts the modern languages in the place occupied in the Gymnasium by the ancient, and thus qualifies its pupils for intercourse with foreign nations, and not only for commercial intercourse, but for literary also. Upon these, therefore, those schools must mainly rely for the training of their pupils. But as they require somewhat less time than the Classics, room enough is left for the study of the Realia and the mathematics, with a training as well as an immediately practical purpose. Moreover, the modern languages offer various points of contact with the modern sciences, so that a single connecting idea runs through the whole course, viz.:—*the attainment of a knowledge of the results of modern culture.* Continuance in a Real-school to the completion of the eighteenth year would allow of a very complete accomplishment of this object, but the demands and conditions of industrial callings are such as not often to allow of so complete a course.

Finally, the polytechnic schools are the Universities to these lower schools, and complete the education for active practical life and industrial pursuits."

This was written in 1846. It is amusing to observe the resemblance which the objections here urged against reform in the school course bear to those adduced by the more bigoted adherents of an exclusively classical training in this country.

The Real-schools, however, in spite of such opposition, have continued to make progress, and we have before us programmes of two of the most flourishing in the kingdom of Saxony, that of Leipsic connected with the great Burgher-School already mentioned, and that of Dresden, which has also a Burgher-School attached. Both of these are of the kind mentioned last in the preceding extract, and the following passages translated from the programme of one of them will give our readers a good idea of their character.

"The Real-school at Neustadt-Dresden has for its object a comprehensive and thorough preparation of boys and youths for those callings in life which require a more complete knowledge and mastery of nature, its phenomena, powers, and laws, and a knowledge of all the operations and interests of active practical life. It offers a preparation corresponding to the demands for knowledge and cultivation made by the present times upon all who intend to devote themselves to commerce and manufacturing in all its various branches, and to all who are destined for posts under government, or in the army or navy, or as clerks of corporations, or as officers upon railroads, or in any other post in active life which requires more knowledge than is necessary for the performance of mere manual labor. Its course is adapted also to such as have chosen any manual labor as their future calling, but who desire to take the place and exert the influence of educated men in society. The demands of the present time are such in reference to the state and to society that the best attainable education is necessary for all who would exert an influence upon the commonweal by the promotion or defence of any of its interests. It is the aim of the Real-school, by promoting a higher standard of intelligence, to lay the foundation of a more cultivated and noble class of citizens.

"As regards the aim of promoting a higher standard of youthful culture in general, or a more comprehensive and thorough preparation for higher polytechnic schools in particular, the plan of instruction includes:

1. Instruction in Religion as the foundation stone of all true culture.

2. Instruction in the German, Latin, French, and English languages, as the foundation of higher culture in the humanities, more in accordance with the spirit of the age [than the ancient exclusively classical course.]

3. Instruction in History and Geography as foundation and preparation for a comprehensive knowledge of the world and its inhabitants.

4. Instruction in Mathematics and the Science of Nature, both in general and as particular preparation for a special calling.

5. Instruction in Writing, Drawing, and Singing.

The course of instruction is carried far enough to allow a youth who has pursued it up to the age of 16 to 18 years, either to enter upon the pursuit of a trade or calling immediately, or to carry out a further preparation for it in a higher polytechnic school. The pupils in fact pass immediately either to the practical learning of a trade or business, or into the military, engineering, agricultural, mining, schools, or other similar institutions.

The Institution is divided into six classes, each of one year's duration, and the course of instruction is the following."

A detailed account of the studies of each class follows, which our limits will not allow us to copy. Some idea, however, of the character of the course, and the degree of proficiency attained, as compared with one of our English High Schools, may be formed from the books read in different parts of the course. The three lower classes appear to be wholly engaged with grammars and school manuals; but in the fourth class there appears, in French, Florian's *William Tell*, in Latin, Nepos and Phædrus; in the fifth class, in French, Voltaire's *Charles XII*, in Latin, Cæsar and Phædrus; and in the sixth and uppermost class, in French, Guizot *Cours d'Histoire Moderne*, Corneille *Le Cid*, Molière *L'Avare*, Scribe *Bertrand et Raton*, in Latin, Sallust's *Conspiracy of Catiline*, and Virgil's *Æneid*, in English, Goldsmith's *Vicar of Wakefield*, and Sheridan's *Rivals*, and in German, Schiller's *Don Carlos*, Goethe's *Egmont*, and Lessing's *Minna von Barnhelm*.

The course in History is thus described:—In the sixth class, biographical descriptions of the most distinguished historical characters, particularly of Greek and Roman history; in the fifth class, biographies from mediæval and modern history, especially German, French, and English. General survey and careful committing to memory of the principal epochs and periods of universal history, preliminary to the more detailed study of the next classes; in the fourth class, ancient, and particularly Greek history; in the third class, Roman history; in the second, mediæval, and particularly German and Saxon history; in the first, modern history, and particularly that of the eighteenth and nineteenth centuries, with special reference to Germany and Saxony.

The aim of the whole course is to give the pupil a complete

survey of the most important events of universal history, and a more particular knowledge of that of modern times, its circumstances and relations, an acquaintance with the most distinguished men, and the most significant facts in the history of civilization, the most important inventions and discoveries, the most celebrated writers and artists. To make a sure foundation for the pupil's knowledge, he is accustomed to frequent repetitions and reviews, and directed to the special study of writings treating of the most important events and persons.

The courses in Geography and Natural History are similarly minute, extending over the whole six years. The course in Physics embraces the last three years. Drawing and Singing are also practised during the whole six years.

We think it a decided advantage which these schools have over our so-called English High Schools, that they include a course of instruction in Latin. We can hardly imagine a philosophical course of instruction in language for Germans or Americans, without at least elementary instruction in this language, and are altogether skeptical as to the possibility of instruction in modern languages, ever answering the same purpose or furnishing the same discipline. They certainly never can do it while taught on modern Ollendorffian and other merely empirical plans.

The course of the Leipsic school is very similar to the one we have described, though apparently somewhat more extensive. Among the text-books in English for the upper class, are Byron's *Mazeppa* and *Siege of Corinth*, and Shakspeare's *Julius Cæsar* and *Merchant of Venice*; in the class below, Lamb's *Tales from Shakspeare*, and Irving's *Sketch Book*, and in one of the younger classes, Franklin's *Autobiography*. Less attention is paid to Latin. In the school-year 1854-5 there were 178 pupils in the Leipsic school, and 198 in the one at Dresden.

From this brief sketch some idea may be formed of the kind of provision that is made by our German brethren for that portion of their youthful population which is destined for active practical life. Recognizing fully the fact that the exclusively philological training of the learned schools is not the preparation needed for such a purpose, they do not on that account deny its value altogether, as many are disposed to do on this side of the water, but, cherishing their Gymnasias as carefully as ever, they allow to grow up by their side a class of institutions, which, as they are destined for a totally different object, are arranged on an entirely different plan. A way is thus opened to every variety of talent to obtain a complete

training for that career in life for which it is most adapted, and good engineers, and able chemists, and skilful naturalists are not, as is so often the case here, turned into dull preachers, and second-rate lawyers, and careless physicians, through the laudable pursuit of an education in the only direction in which a liberal education can be found. "It is a great point gained," says Prof. Bache, speaking of this class of schools, "when the principle is admitted that different kinds of schools are suited to different objects in life; and such an admission belongs to an advanced stage in education. * * This sentiment prevails extensively in Prussia, and indeed throughout Germany, and, as a consequence of it, there are better opportunities for the instruction of young men not intended for the learned professions than in any other part of Europe." And in another place he says very justly, "It is certainly highly creditable to Germany that its 'Gymnasias' on the one hand, and its 'Real-schools' on the other, offer such excellent models of secondary instruction in its two departments. The toleration which allows these dissimilar establishments to grow up side by side, admitting that each, though good for its object, is not a substitute for the other, belongs to an enlightened state of sentiment in regard to education, and is worthy of the highest commendation."

We think the time is not far distant when it will have to be decided to which of the two categories our so-called High Schools shall belong—whether they shall be Latin Schools preparatory to college and the learned professions, or "real schools" preparatory to the scientific and polytechnic schools, and to the active pursuits of life. They cannot always remain what they are very apt to be now, a confused mixture of both, which does not in any proper degree realize the true purposes of either.

W. P. A.

THE INSECT TEACHER.

BY MRS. L. H. SIGOURNEY.

"The Spider takes hold with her hands, and is in kings' palaces." — *King Solomon.*

See! with what untiring skill,
What an energy of will,
All unaided, all forlorn, —
Housewife's hate, and beauty's scorn, —
How the Spider builds her bower,
High in halls of regal power.

Is the mansion of thy care,
Made by wealth and taste so fair,
By Misfortune's fearful sway,
Laid in dust? — or reft away?
Yield no thought to blank despair,
Firm in faith and strong in prayer,
Rise! the ruin to repair.

For the Spider, homeless made,
Hunted from each loved retreat,
Not dejected, not afraid,
Toiling through the gloomiest shade,
Gathereth vigor from defeat.
Child of Reason! deign to see
What an insect teacheth thee.

FRANKLIN'S SKETCH OF AN ENGLISH SCHOOL.

[Among the many instances recently recalled to notice, of Franklin's capacious views and sound practical judgment on all subjects connected with the intellectual and moral interests of the community, his plan of a High School for the city of Philadelphia was not, we believe, adverted to. We embrace the passing opportunity of transcribing it, not merely in the spirit of grateful recollection of "the great Bostonian's" generous interest in the subject of education, but as a suggestive outline, the review of which may be attended with substantial benefit to teachers and to school committees, even in this day of extending improvement in whatever concerns the character of public instruction.—W. R.]

SKETCH OF AN ENGLISH SCHOOL FOR THE CONSIDERATION OF THE TRUSTEES OF THE PHILADELPHIA ACADEMY.

"It is expected that every scholar, to be admitted into this school, be at least able to pronounce and divide the syllables in reading, and to write a legible hand. None to be received, that are under — years of age.

First, or Lowest Class. — Let the first class learn the English Grammar rules; and, at the same time, let particular care be taken to improve them in orthography. Perhaps the latter is best done by pairing the scholars; two of the nearest equal in their spelling to be put together. Let these strive for victory; each propounding ten words, every day, to the other to be spelled. He that spells truly most of the other's words, is victor for that day; he that is victor most days in the month, to obtain a prize, a pretty, neat book of some kind, useful in their future studies. This method fixes the attention of children extremely to the orthography of words, and makes them good spellers very early. It is a shame for a man to be so ignorant of this little art, in his own language, as to be perpetually confounding words of like sound and different signi-

fication ; the consciousness of which defect makes some men, otherwise of good learning and understanding, averse to writing even a common letter.

Let the pieces read by the scholars in this class be short ; such as Croxal's fables, and little stories. In giving the lesson, let it be read to them ; let the meaning of the difficult words in it be explained to them ; and let them con over by themselves, before they are called to read to the master or usher, who is to take particular care that they do not read too fast, and that they duly observe the stops and pauses. A vocabulary of the most usual difficult words might be formed for their use, with explanations ; and they might daily get a few of those words and explanations by heart, which would a little exercise their memories ; or, at least, they might write a number of them in a small book for the purpose, which would help to fix the meaning of those words in their minds, and at the same time furnish every one with a little dictionary for his future use.

Second Class. — To be taught reading with attention, and with proper modulations of the voice, according to the sentiments and the subject. Some short pieces, not exceeding the length of a Spectator, to be given this class for lessons ; (and some of the easier Spectators would be very suitable for the purpose.) These lessons might be given every night as tasks ; the scholars to study them against the morning. Let it then be required of them to give an account, first of the parts of speech, and construction of one or two sentences. This will oblige them to recur frequently to their grammar ; and fix its principal rules in their memory. Next, of the intention of the writer, or the scope of the piece, the meaning of each sentence, and of every uncommon word. This would early acquaint them with the meaning and force of words, and give them that most necessary habit of reading with attention.

The master then to read the piece, with the proper modulations of voice, due emphasis, and suitable action, where action is required ; and put the youth on imitating his manner.

Where the author has used an expression not the best, let it be pointed out ; and let his beauties be particularly remarked to the youth.

Let the lessons for reading be varied, that the youth may be made acquainted with good styles of all kinds, in prose and verse, and the proper manner of reading each kind, — sometimes a well-told story, a piece of a sermon, a general's speech to his soldiers, a speech in a tragedy, some part of a comedy, an ode, a satire, a letter, blank verse, Hudibrastic, heroic, etc.

But let such lessons be chosen for reading, as contain some useful instruction, whereby the understandings or morals of youth may be improved.

It is required that they should first study and understand the lessons, before they are put upon reading them properly, to which end each boy should have an English dictionary, to help him over difficulties. When our boys read English to us, we are apt to imagine they understand what they read, because we do, and because it is their mother tongue. But they often read as parrots speak, knowing little or nothing of the meaning. And it is impossible a reader should give the due modulation to his voice, and pronounce properly, unless his understanding goes before his tongue, and makes him master of the sentiment.

Accustoming boys to read aloud what they do not first understand, is the cause of those even, set tones, so common among readers, which when they have once got the habit of using, they find so difficult to correct ; by which means, among fifty readers we scarcely find a good one. For want of good reading, pieces published with a view to influence the minds of men, for their own or the public benefit, lose half their force. Were there but one good reader in a neighborhood, a public orator might be heard throughout a nation with the same advantages, and have the same effect upon his audience, as if they stood within the reach of his voice.

Third Class. — To be taught speaking properly and gracefully ; which is near akin to good reading, and naturally follows it in the studies of youth. Let the scholars of this class begin with learning the elements of rhetoric from some short system, so as to be able to give an account of the most useful tropes and figures. Let all their bad habits of speaking, all offences against good grammar, all corrupt or foreign accents, and all improper phrases, be pointed out to them. Short speeches from the Roman, or other history, or from the parliamentary debates, might be got by heart, and delivered with proper action, etc.

Speeches and scenes in our best tragedies and comedies, (avoiding everything that could injure the morals of youth,) might likewise be got by rote, and the boys exercised in delivering or acting them ; great care being taken to form their manner after the truest models.

For their further improvement, and a little to vary their studies, let them now begin to read history, after having got by heart a short table of the principal epochs in chronology. They may begin with Rollin's ancient and Roman histories,

and proceed at proper hours, as they go through the subsequent classes, with the best histories of our own nation and colonies. Let emulation be excited among the boys, by giving, weekly, little prizes, or other small encouragements, to those who are able to give the best account of what they have read, as to time, places, names of persons, etc. This will make them read with attention, and imprint the history well in their memories. In remarking on the history, the master will have fine opportunities for instilling instruction, of various kinds, and improving the morals, as well as the understanding of youth.

The natural and mechanic history, contained in the *Spectacle de la Nature*, might also be begun in this class, and continued through the subsequent classes, by other books of the same kind; for, next to the knowledge of duty, this knowledge is certainly the most useful, as well as the most entertaining. The merchant may thereby be enabled better to understand many commodities in trade; the handicraftsman, to improve his business by new instruments, mixtures, and materials; and frequently hints are given for new manufactures, or new methods of improving land, that may be set on foot, greatly to the advantage of a country.

Fourth Class. — To be taught composition. Writing one's own language well, is the next necessary accomplishment, after good speaking. It is the writing-master's business to take care that the boys make fair characters, and place them straight and even in their lines; but to form their style, and even to take care that the stops and capitals are properly disposed, is the part of the English master. The boys should be put on writing letters to each other on any common occurrences, and on various subjects, imaginary business, etc., containing little stories, accounts of their late reading, what parts of authors please them, and why; letters of congratulation, of compliment, of requests, of thanks, of recommendation, of admonition, of consolation, of expostulation, excuse, etc. In these they should be taught to express themselves clearly, concisely, and naturally, without affected words, or high-flown phrases. All their letters to pass through the master's hand, who is to point out the faults, advise the corrections, and commend what he finds right. Some of the best letters published in our own language, as Sir William Temple's, those of Pope and his friends, and some others, might be set before the youth as models, their beauties pointed out and explained by the master, the letters themselves transcribed by the scholars.

Dr. Johnson's *Ethices Elementa*, or *First Principles of Mo-*

rality, may now be read by the scholars, and explained by the master, to lay a solid foundation of virtue and piety in their minds. And as this class continues the reading of history, let them now, at proper hours, receive some further instruction in chronology, and in that part of geography, (from the mathematical master,) which is necessary to understand the maps and globes. They should also be acquainted with the modern names of the places they find mentioned in ancient writers. The exercises of good reading, and proper speaking, still continued at suitable times.

Fifth Class.—To improve the youth in composition, they may now, besides continuing to write letters, begin to write little essays in prose, and sometimes in verse: not to make them poets, but for this reason, that nothing acquaints a lad so speedily with variety of expression, as the necessity of finding such words and phrases as will suit the measure, sound, and rhyme of verse, and, at the same time, will express the sentiment. These essays should all pass under the master's eye, who will point out their faults, and put the writer on correcting them. Where the judgment is not ripe enough for forming new essays, let the sentiments of a Spectator be given, and required to be clothed in the scholar's own words; or the circumstances of some good story, the scholar to find expression. Let them be put sometimes on abridging a paragraph of adifuse author: sometimes on dilating or amplifying what is written more closely. And now let Dr. Johnson's *Noëtica*, or *First Principles of Human Knowledge*, containing a logic, or art of reasoning, etc., be read by the youth, and the difficulties that may occur to them be explained by the master. The reading of history, and the exercises of good reading and just speaking, still continued.

Sixth Class.—In this class, besides continuing the studies of the preceding in history, rhetoric, logic, moral and natural philosophy, the best English authors may be read and explained; as Tillotson, Milton, Locke, Addison, Pope, Swift, the higher papers in the Spectator and Guardian, the best translations of Homer, Virgil, and Horace, of Telemachus, Travels of Cyrus, etc.

Once a year, let there be public exercises in the hall; the trustees and citizens present. Then let fine gilt books be given as prizes to such boys as distinguish themselves and excel the others in any branch of learning, making three degrees of comparison: giving the best prize to him that performs best; a less valuable one, to him that comes up next to the best; and another to the third. Commendations, encour-

agement, and advice to the rest; keeping up their hopes, that, by industry, they may excel another time. The names of those that obtain the prize, to be yearly printed in the list.

The hours of each day are to be divided and disposed in such a manner, as that some classes may be with the writing master, improving their hands; others with the mathematical master, learning arithmetic, accounts, geography, use of the globes, drawing, mechanics, etc., while the rest are in the English school, under the English master's care.

Thus instructed, youth will come out of this school fitted for learning any business, calling, or profession, except such wherein languages are required: and, though unacquainted with any ancient or foreign tongue, they will be masters of their own, which is of more immediate and general use, and withal will have attained many other valuable accomplishments: the time usually spent in acquiring those languages, often without success, being here employed in laying such a foundation of knowledge and ability, as, properly improved, may qualify them to pass through and execute the several offices of civil life, with advantage and reputation to themselves and their country."

HEALTH AND EDUCATION.

THE Misses Thompson, whose select establishment for young ladies occupies a trim suburban villa, its garden separated by lance-headed railings from the turmoil of the world, and its windows screened by green jalousies from the glances of eyes masculine, — whose system is supported by numerous testimonials from parents and the clergy (the last named body being of course inspired by a divine afflatus on all educational matters), and whose study it is to combine the discipline of a school with the comforts, elegances, and affections of a home, — the Misses Thompson will exclaim to one another, Health and Education! — What unconnected subjects!

Taken separately, however, the words are familiar to these ladies. They believe devoutly that education has been, and still is, the business of their lives; and they know that health is a blessing of which they have long despaired. Miss Thompson especially, is a sad dyspeptic; and it is well for her pupils if heightened rubicundity of nose, or increased sallowness of skin, gives timely warning of unusual gastric irritation.

Dear Mr. Pestle often assures her that the heavy responsibilities of her anxious and arduous position are the sole causes of her ailments, causes beyond even his skill to remove; and that she must resign herself to a palliative treatment guided by his perfect knowledge of her constitution — to an occasional blue pill, and to a subsequent course of stomachic draughts. Dear Mr. Pestle also keeps his eye upon the dear girls, supplying steel mixtures to Miss Fanny, throwing in quinine to Miss Lousia, and suggesting cod-liver oil for Miss Jane. Little Annette, the East Indian, is well known to be a delicate plant; and for her Mr. Pestle recommends mutton-chop dinners, and a luncheon at eleven, consisting of three-fourths of the yolk of a large egg beaten up with two-thirds of a small wine-glassful of sherry, and accompanied by three strips of stale bread, toasted upon one side. Mr. Pestle does not say that the dear girls sleep, work, and play in crowded and ill-ventilated rooms; that their exercise is bad in kind and insufficient in amount; or that the mental work exacted from them, although seldom conducive to real intellectual growth, is often more than a growing brain can perform with safety. He knows perfectly that on all these subjects his clients will follow their own devices; he knows that any uncalled-for and hyper-conscientious interference might transfer the school to the visiting list of some less scrupulous neighbour; and he perhaps reflects, being human, that too much health in the world will not conduce to the prosperity of doctors. If his best patients choose so to act that they require his services, why should he, who is not consulted until after the mischief is done, stand obstinately in his own light?

Mr. Pestle is a shrewd and capable man; and a conviction springing from his earliest professional experience has grown and strengthened with his grey hairs. He has found that patients consider truth to be of all pills the least palatable, and the one that requires the thickest gilding. He has therefore formed a habit of obtaining obedience from the sick, and from those around them, by couching his precepts in a form that shall harmonize with their prejudices. A little tact, a little management, a ready assent, to some monstrous proposition, has often saved him a world of trouble, and has enabled him to escape the silly questions of a captious valetudinarian. But, if we can separate his medical from his worldly knowledge, and render him temporarily forgetful of the necessity of pleasing Miss Thompson — if we can persuade him to produce for our benefit the results of his observations, we shall find him possessing a profound conviction that that lady's

establishment needs reformation in many important particulars. He will say that — not to mention sins against knowledge committed for the sake of cheapness — Miss Thompson and her assistants do not discriminate between teaching and education ; or, if they discriminate, elect the former as their idol, and pay adoration to the calf they have set up. Uninformed, not only of the philosophy, but of the very mechanism of the mind, they neither know how to guide its growth or to control its operations. The ardent religious emotions of the young are regulated and directed by questions upon the generations of Abraham, or the longevity of the patriarchs ; the intellect is set to thrive upon French and German verbs ; and the memory is assiduously cultivated to procure present remembrance, without regard to the method or the permanence of recollection. The feelings that most adorn and beautify the female character — that sanctify, in all hearts not brutal, the social relations of woman, are left to struggle to maturity as they may ; and the girl's probable future is ignored, until the arrival of a child's valentine, or the second chance meeting with a hobbarddehoy, is invested with the romance of an adventure and with the gravity of a crime. An explanation of all this, Mr. Pestle thinks, is to be found in the fact that parents trust to the presumed skill of teachers, and accept superficial acquirements as a criterion of success. To obtain them in the easiest and cheapest way becomes the object of competing schools, with reference only to the fallacious test adopted by the public. Before the true test is applied by the events of life, time and circumstances have obscured the links between the child and the adult. The religion that produces no humility and affords no support, the uncontrolled impulses and feelings that work so much misery in the world, the intellects that are inadequate to simple duties — all these are familiar to those who look for them. How far they depend upon the inherent weaknesses of human nature — how far upon defective early training, is a question that does not admit of precise determination. As long, however, as early training is visibly defective, such results may be expected from its short-comings, and may, in some measure at least, be ascribed to them. As long as schools can be improved, the time for calling upon Hercules has not yet come.

That girls' schools are susceptible of improvement, we imagine few grown-up women, who have had experience of them, will be found to deny. The scholastic profession, like some others, needs a stimulus from without. Necessarily guided

by empiricism in bygone times, its members are unwilling to recognize a more safe foundation for their art. Grinding on, year after year, in the same weary circle of monotonous routine, they are dazzled by the light which science would throw upon their track. For, indeed, through examination of the principles which have been found to govern the development of the human body, and the gradual unfolding of the faculties of the human mind, a true educational law may be laid down, — a law adapted alike to masses and to individuals, providing for the exceptional cases to which it points, limited to no system, working by no narrow rule, but requiring intelligent action from those who would utilize its vast simplicity. From it springs the necessity for coupling health with education. It repudiates that tripartite division of the human creature in which so many seem practically to believe, and which assigns the soul to the minister, the mind to the teacher, and leaves only the body to the physician. It teaches that these portions of the whole are too intimately blended in their workings to be separated by human ken, and that none of them can be disregarded in dealing with the others. It teaches that the visible evidences of mind, and the means of influencing them through outward agencies, are entirely dependent upon the integrity of the brain — the organ which materialists deem to be the source, and spiritualists the instrument, of the higher faculties. The integrity of the brain is equally dependent upon the welfare of the body, or, in other words, upon health; and whatever deranges or destroys health, will disturb or pervert the intellectual operations. Moreover, the brain, like any other member of the system, requires food, rest, and regular employment of all its powers, in order to its symmetrical and healthy growth. Through failure in the last respect — an event lamentably common — we may recognize a sort of mental distortion, or one-sided growth, which must always curtail usefulness, and which often predisposes to insanity. To overload the memory, for instance, while the power of reflection remains dormant and unexercised, is to copy the fakir, who stands upon one leg until the other is useless and inert.

Our present knowledge of the laws of health and growth being the result of patient inquiries extended over many years — inquiries of which the earlier results are pretty generally known, while those last attained are, as yet, more or less confined to their enunciators — it follows, almost of necessity, that in a school conducted upon the good old plan there are some practices that everybody knows to be wrong, and some —

perhaps equally hurtful—that many persons would defend. The first class have, generally speaking, direct reference to the bodily welfare of the pupils, and include matters of diet, temperature, ventilation, and various domestic regulations. Abuses in these things are often traceable, as we have already hinted, to a desire for improper cheapness—that modern Moloch whose worship causes our sons and our daughters to pass through the fires indeed. Teachers practise, and parents tacitly sanction, what they well know to be wrong—each individual expecting to escape a penalty of which the payment is not quite certain. Reform is only to be hoped for through a general conviction that all tampering with health is bad economy, and will cost money in the end. Even then the present would often outweigh the future, on the principle laid down by sanitary reformers. People, they say, will only take proper care for the preservation of their bodies when they extend the same foresight to their souls. A conviction of the general hopelessness of the case induces us to be content with a single illustration of these mal-practices, and to select the one that is perhaps easiest of remedy. Where girls sleep eight or ten in a small room, a change would require a new house or a reduction in the number of pupils—sweeping alterations which might not prosper, and which we are pretty sure, Miss Thompson will not, at present, carry into effect.

The illustration will be found in the very common, perhaps universal custom, of furnishing a school with stools and forms in lieu of ordinary chairs. This is a direct sacrifice of health to parsimony. The stools cost little, and are conveniently moved from one room to another. All mistresses know, however, that the spine of a growing girl is unable to support constantly the weight of her head and shoulders. Nature teaches leaning as a means of relief, by which the weight is lessened, and the free action of the chest not impeded. But a girl who sits on a stool cannot lean, and her spine bends. The resulting deformity may be permanent or temporary; an abiding curvature to one or other side, or a mere rounding of the back removable at will. But all such distortions, while they last, if only for five minutes, have a bad effect that is commonly forgotten. They confine the chest and hinder respiration, limiting the quantity of air admitted into the lungs, and producing effects similar to those of a vitiated atmosphere. This is no light thing. To place a girl in such a position, for several hours daily, that her chest cannot expand with freedom, is to subject her to a kind of slow poisoning. Those who have narrow chests become, under such treatment, pallid and list-

less, their hearts beat violently on exertion, and they are rendered dangerously prone to lung diseases. The majority show little amiss, and Miss Thompson speaks of the excellent health of the girls under her care. But to all of them a little mischief is done every day, their standard of health is lowered, and their power to resist hurtful influences is diminished. Schoolmistresses cannot be ignorant that they do wrong in using these stools, but they seldom know how wrong: they believe, perhaps, that the evil cannot be great, as the public appear neither to perceive it, nor to apply any pressure for its removal. Many ladies are content if their pupils escape being permanently crooked, not reflecting that the last straw is required to break even the camel's back. Young ladies will forgive us the implied analogy, when they remember that all backs are the handiwork of one Great Artificer.

School-keeping is regarded somewhat in the same light as needlework; or as an art which all women are competent to practise. Captain Brown, of the service of the Honorable Company, falls an early victim to the insalubrity of the Indian climate; and his widow thinks that a school would be of material assistance in providing for her own little ones. Or the Reverend Jonas Smith is removed from the weary labors of an ill-paid curacy; and his death leaves a delicately nurtured lady to struggle alone with the hard and bitter world. Or the Misses Thompson themselves, after years of patient drudgery as hired teachers, think to end their days in comfort by hiring others. So, through the fine Indian connection, or through the sympathizing parishioners, or through the grateful efforts of former pupils, the lease and good-will of Prospect Villa are obtained, the last proprietress retires to spend the evening of her life in peace, and the new school is commenced, with all usual assistance from skilful resident and visiting teachers. Let us hope that it will be crowned with success. Who does not honor the brave women who enter upon its duties? Who does not know the ever-widening circle of charity and kindness that will result from their prosperity; the relatives that they will support; the feebler friends that they will assist with timely hand; the good deeds that they will do in secret, hereafter to be proclaimed and rewarded in the sight of men and angels? Let us not say one word to diminish their hard-earned gains, or to curtail their noble usefulness; but we would advise them, then, to seek, and we would advise their clients strictly to require from them, some knowledge of the laws which govern the well-being of the human body, and the operations of the human mind. Ph, si-

ology and psychology, in spite of their hard-sounding names, have long ceased to be abstruse mysteries ; and may be understood, sufficiently for the management of a school on enlightened principles, by a course of accessible and not lengthy reading. They would teach how to strengthen those weak points of character, which are, in some degree, inevitable as results of the female constitution ; but which are often morbidly and unnaturally defenceless. We complain with reason that the teachers of girls' schools are seldom guided by any definite principles in educating the feelings and the intellect of their pupils ; but expect what is good and right to come of itself as a result of teaching : much as if a watch could be set in accurate movement by labor spent upon the polishing and decoration of its dial plate. The power of self-control is seldom diligently exercised ; the power of reflection, of looking inwards, of gaining self-knowledge in its true sense, is left to be the growth of chance ; and the purely intellectual faculty, the power of comprehension, instead of being constantly employed upon objects within its grasp, is neglected, in order to overload the memory. Often joined to all this is a forcing system which encourages over-exertion of the growing brain, with all its concomitant and attendant evils ; and which, among the elder girls, or among pupil teachers, who are excited by emulation or necessity to neglect the friendly warnings of fatigue, is often a source of lamentable bodily and mental failure. The young lady who springs upon the nearest chair at the sight of a mouse or a spider, is perhaps a greater curiosity now than formerly ; although, even now, not seldom met with. She is more common who expresses any slight mental agitation by energetic bodily movement, by scream, start, and gesture ; and the greater frequency of such actions among girls than among boys does not need to be described. It is well known to arise from one of the characteristics of the female organism ; and this, when unduly developed, amounts to the excitability which renders girls liable to hysteric fits from fright or other emotions ; and prepares them for mesmeric and such like influences. The way to combat it, and to keep it within proper and healthful bounds, is by means of exercise : exercise of a kind which strengthens the habitual authority of the will over the limbs, which employs body and mind together and in unison, and cannot be performed without their co-operation. Such is afforded by all active games of skill. Boys have fencing, cricket, and a score of other pursuits, with this tendency. School-girls commonly do nothing but walk languidly in a row, along the same familiar and tire-

some road ; often reading or learning tasks by the way, as if to shut out the possibility of any observation of nature. Sometimes they practise dreary exercises, a caricature of drilling, invented by a famous schoolmistress, who upon the decline of an aristocratic connection, secured an evangelical one ; and became suddenly convinced of the sinfulness of dancing, for which these exercises were her substitute. They involve only attitudinizing and imitation ; while girls want games in which their judgments shall teach them what they ought to do, and in which practice shall teach their hands to execute what their heads have planned. Battledore and shuttlecock, jeu de grâce, and archery, would fulfil these requirements ; and are in all respects well adapted for girls. But then, Prospect Villa must have a suitable playground, and the mistress must understand its uses, and the way in which it will conduce to the proper training of her pupils.

Turning, now, to mental education, is there here no room for improvement ? We well remember an evening visit to a schoolmistress, during which a gentle tap at the door was answered by "come in ;" and a child with a book made her appearance. She was hastily retreating at the sight of a stranger ; but was ordered to remain, and was asked, with terrible emphasis upon the adverb, whether she now knew her lesson ? Timidly replying in the affirmative, she handed a thickish octavo volume to the mistress, who apologized for the interruption, and then gave her attention to the task. The pupil was a pretty little girl of ten years ; with bright, intelligent, loving, black eyes, and great black curls bobbing upon her neck. The book seemed to be a chaotic assemblage of questions about nothing particular ; and two of these, upon subjects diverse as the poles, the child answered correctly. Then came a momentous inquiry : "In what county of England are cranberries most abundant ?" A puzzled and anxious look crept over the little face, the wistful eyes turned up to those of the teacher, but found no clue in their calm repose ; and, after a pause, "Africa," was the reply. In another instant the door closed upon the retreating damsel, once more dismissed in disgrace ; and our hostess, with a jest at the poor child's stupidity, returned to the subject which her entrance had broken off. We could not help thinking of the way in which the geographical mistress at that school must have discharged her duties ; and of the total non-apprehension of all her teaching displayed in that one answer. The mistress who heard the lesson was not aware, we are sure, that there are two kinds of knowledge of a thing that is taught, the sensa-

tion as distinguished from the meaning, the sound as distinguished from the idea. She did not know that, in the case of many children, lessons only produce the first; unless explained diligently, carefully, unceasingly, until the crust of mere sense perceptions is broken through, the almost dormant intellect awakened, and mind brought into communion with mind. Without such a process (which some children receive at home from earliest infancy), tasks may be perfectly learned and repeated as sounds alone. The Muchir Achmet Menickley Pasha, commander-in-chief of the Egyptian army, was once, in presence of the writer, wickedly entrapped into a talk upon European politics. By-and-by, Italy was mentioned; and the Pasha, after assenting to much that was said about it, took advantage of a pause to inquire: "What is Italy?" Not where is it; but what? Is it a person or thing, animal or vegetable, fish or fowl? Many young ladies at school, who could repeat, with perfect glibness, a list of the kingdoms of Europe, are not, we suspect, very much wiser than the Egyptian general; and have learned little more than a certain order and succession of sounds, which might as well be in Sanscrit. If dodged or perplexed, they are as likely as not to remember the wrong one; and to say Africa in place of —shire (the blank modestly expressing our own ignorance of the berry-bearing district). An admirable illustration of this sort of learning is furnished by the Rev. W. H. Brookfield, Her Majesty's Inspector of Schools, in his last published report to the Committee of Council on Education. He copies verbatim the following answers in the Church Catechism, from the slates of two children of eleven years old, and of fair intelligence, who had received instruction at school for five years.

The first answer is:

My duty toads God is to bleed in him to fering and to loaf withhold your arts withhold my mine withhold my sold and with my sernth to whirchp and to give thinks to put my old trast in him to call u₁ on him to onner his old name and his world and to save him truly all the days of my lifes end.

The second answer is:

My dooty tods my nabers to love him as thyself and to do to all men as I wed thou shalt do and to me to love onner and suke my farther and mother to onner and to bay the queen and all that are pet in a forty under her to smit myself to all my gooness, teaches sportial pastures and marsters to oughten. mysilf lordly and every to all my betters to hut nobody by would nor deed to be trew in jest in all my deelins to beer no malis nor ated in your arts to kep my ands from pecken and

steal my turn from evil speak and lawing and slanders not to civet nor desar othermans goods but to lern laber trewly to git my own leaving and to do my dooty in that state if life and to each it his please God to call men.

We cite these answers, because they exhibit a kind of instruction not infrequent in schools for all classes of society; and depending partly upon the natural tendency of the teacher to routine, but much more upon ignorance of the manner in which the faculties of the mind can be got at and called into play, and of the necessity that exists for special training in the case of some individuals. We do not believe in great stupidity as a common natural gift. Doubtless, it sometimes is so; but as seen among grown-up people, it is often artificial. The bad teacher complains of the pupil. There is a well-known instance of a girl who, at fifteen, was thought so stupid, that her father despairingly abandoned the attempt to educate her. This girl was Elizabeth Carter, who lived to be, perhaps, the most learned woman that England has ever produced. In boys' schools it is usual to urge that a system must be framed for the majority, and that study of individual character is impossible; but girls' schools are commonly smaller, and the pupils are far more easily subjected to direct personal influences. Their minds might be separately studied by their teacher with very little difficulty; if she only knew the importance of the work, and how to set about it; if she could withdraw her mind from teaching, and could try to realize what is meant by education.

The training of the feelings is a most important point in the management of girls, especially when much exposed, as they often are, to the subtle emotional influence of music. But most teachers are content to repress by discipline the external signs of temper and other passions, and then think that they have done enough. Human feelings, however, are highly elastic, and will be sure to re-assert their power when such pressure is removed, and when the events of life call them into activity. This is seldom the case during the first few years after leaving school, often the sunniest period of a girl's existence. But, when this period is passed, how many homes are embittered by fretfulness or jealousy — how many illnesses aggravated by peevishness or discontent, for want of knowing how to commence the difficult task of self-control. As this is assuredly one of the first duties of life, so its inculcation should be made the first duty of the schoolmistress; not by wordy lessons, but by gentle precepts — by apt and timely illustration, and by constant example. To supply these, some

knowledge of the mind's mechanism is required ; but, where knowledge is wanting, its place can only be supplied by the delicate tact of the maternal instinct.

And if Miss Thompson inquires, as she possibly may do, what all this has to do with health, we shall be prepared to answer her. There is nothing so conducive to health as equanimity ; and, in a life chequered by the ordinary amount of cares and trials, equanimity can be secured only by habitual control (not suppression) of the feelings, and by habitual and intelligent application of the mind to worthy and dignified pursuits. To procure such habits should be the aim and end of education ; any desired kind of learning will be sure to follow in their train ; and the power to execute correctly Listz's wildest sonata, or to repeat backwards all the questions and answers in Miss Magnall's book, is not to be put in comparison with them.

We have confined our observations to schools for girls ; not because we think those for boys are perfect, but because girls suffer most from injurious influences such as we have endeavoured to describe.—*Household Words*.

A PLEA FOR OUR PHYSICAL LIFE.

BY CHARLES MACKAY.

We do our nature wrong,
Neglecting over long
The bodily joys that help to make us wise ;
The ramble up the slope
Of the high mountain cope,
The long day's walk, the vigorous exercise ;
The fresh, luxurious bath,
Far from the trodden path,
Or 'mid the ocean waves, dashing with harmless roar,
Lifting us off our feet upon the sandy shore.

Kind Heaven ! there is no end
Of pleasures, as we wend
Our pilgrimage in life's undeviating way,
If we but know the laws
Of the Eternal Cause,
And for His glory and our good obey ;
But intellectual pride
Sets half these joys aside,
And our perennial care absorbs the soul so much,
That life grows dim and cold beneath its deadening touch.

Welcome, ye plump green meads,
 Ye streams and sighing reeds !
 Welcome, ye corn-fields, waving like a sea !
 Welcome, the leafy bowers,
 And children gathering flowers !
 And farewell, for awhile, sage drudgery !
 What though we're growing old, —
 Our blood is not yet cold :
 Come with me to the fields, thou man of many ills,
 And give thy limbs a chance among the daffodils !

Come with me to the woods,
 And let their solitudes
 Reëcho to our voices, as we go !
 Upon thy merry brain
 Let childhood come again,
 Spite of thy wealth, thy learning, or thy woe !
 Stretch forth thy limbs, and leap, —
 Thy life has been asleep ;
 And though the wrinkles deep may furrow thy pale brow,
 Show me, if thou art wise, how like a child art thou !

 OUT-DOOR AMUSEMENTS.

UNDER this title, the *New York Daily Times* of September 24th has some excellent remarks, and tells certain unpalatable, but palpable, truths. We have, in a previous volume, referred, in connection with the frequency and causes of sudden death, to the lack of such sports and relaxation from business as other nations enjoy, and from which they derive both immediate and prospective advantage. The more hardihood of body and suppleness of limb is sought and cultivated, the more energetic and developed will the race become. The question is a serious one and worthy of the best attention of our people ; shall we improve or degenerate in these respects ? It is preposterous to cramp the muscles, and allow them to *wither* for want of use. Does not every man feel better able to perform mental tasks, who gives his physical nature, daily, a proper amount of exercise, air, and pleasant excitation ? Why should Mammon strangle Health and Life ? Of what use are riches hoarded by intense and unremitting toil, if, by the very process of accumulating them, one loses all ability to enjoy them ? It is true they may benefit others, but we address the slaves who heap them up, and ask what other purpose they will serve *them*, personally, except to furnish them a bed for ill-

ness, *pay their doctor's bill*, and remunerate the undertaker, several, it may be many, years before his services, under a *regime* more consonant with hygienic rules, would have been demanded.

There is such downright truth in the article in the *Times* that we gladly transfer a portion of it to our pages. The life of business men, here, is much the same as in New York; and clerks must suffer to a fearful extent from the constant occupation, lack of out-door amusement and exercise, a consequent craving for artificial stimulus, indulgence therein, and all the unfailing consequences. The *Times* says:—

“One of the chiefest phenomena which struck Mr. Emerson, during his late visit to England, was the frame and muscle of the men he saw. Several disparaging allusions to degenerate man he omitted in his English lectures, conquered and made ashamed by the muscle that he beheld around him. He could not, in the face of the overflowing Saxon vitality, talk of feeble frames and enervated constitutions.

“It is painful to reflect that in this country no such impression would have restrained him. In our manufacturing cities, which compare with those English ones in which he lectured, the physical man is almost entirely neglected. We pursue the dollar. Fortuna has her million worshippers. Hygeia but few. Hard work, late hours, rapid dinners and little exercise make us, for the most part, dyspeptics and valetudinarians.

“There is no natural reason on earth why Americans should not be as muscular as Englishmen. Anatomists have proved to us that the skeleton is fully as large, and all we want is that vigorous attention to health which it at present seems our pride to neglect. We have a good many gymnasiums in this country, but the majority of the patrons are Germans and Englishmen. And we have no society equivalent to that excellent institution, the Turnverein, which Austrian governments view with such alarm.

“We have had our attention directed to this subject by the late cricket match at Hoboken, between the eleven of the United States and the eleven of Canada. On inquiry, we find that in the so-called eleven of the United States there was not a single American playing.

“This tells the whole story. We have no taste, or at least have exhibited no taste, for those athletic exercises which make life fruitful and enjoyable. We fight well, but our power even in physical contest is more intellectual than the result of physical strength. Could we combine the two, how much might we not be able to compass. * * * * *

"We have the Anglo-Saxon frame perpetuated in us. There is nothing to prevent our going ahead of our ancestors in this as in many other things, save our enervating habits. We boast that we have bigger trees, bigger rivers, and a bigger country than the English. Let us add to the list a bigger body muscle."

AIR AND EXERCISE—ENGLAND *vs.* AMERICA.

We lately referred to certain editorial remarks in the *New York Daily Times* upon the subject of "Out-Door Amusements," in connection with public health. The lords of creation having been duly reminded of the great benefits attaching to plenty of air and exercise, with especial reference to athletic sports, we venture to solicit the attention of the gentler sex to a contrast lately drawn between them and their English sisters as respects the care of physical health.

In the first place we premise, what is universally acknowledged, that the English climate allows of more constant exposure to the air, and, consequently, of more salubrious exercise, than our own. Notwithstanding its far greater moisture, it is so much more uniform in its temperature, and so much less liable to very sudden changes from heat to cold, and *vice versa*, that the population can with greater impunity be out every day. There is, however, a vast deal in habit, and the young people of our country should make it one of their *habits* to be out, and in vigorous exercise, every day, more or less. In this way, as they grow up, they will find it so necessary to their health and comfort to continue the practice, that not only will no effort be required, but they will as soon think of going without their meals as to omit their walk, ride, or games. It is not merely a saunter that will benefit a young girl. After the restraints of the school-room, the utmost freedom should be allowed, both mental and physical, within the bounds of propriety. We had far rather see a girl a romp than a sickly, over-imaginative, novel-reading, candy-eating creature, such as we have had the misfortune to behold, with much sorrow of heart. Let the muscles have healthy play, and the mind gains new energy daily. We then have no hot-house plant, but just that mixture of the wild flower and the cultivated plant which is delightful to see. Let the forcing-system, still too much in vogue in our public schools and higher institutions, be discouraged. There will be more efficient, because more healthy, study, if the brain be not over-taxed at the expense of the growing body. Above all things, let it be remembered

that girls are not to be looked upon as beings to be made literary prodigies, but rather that they are, most of them, to become wives and mothers, and need all the physical development and energy that a judicious training can bestow. Make the most of your natural physical powers, we would say to the young of both sexes ; there is more chance, however, that girls will keep, or rather be kept, too still, than that the boys will. If, as the sage of antiquity hath it, "much study is a weariness to the flesh," (and we fully believe it,) let the warning be impressed upon those who are entrusted with the care and education of children. If parents would sometimes enter into the sports and join in the walks of the young, much benefit might accrue from their example and manifestation of interest.

It is, at all events, a palpable fact, that the girlhood of our countrywomen does not have those advantages for full development of the physical nature which English customs have long since established. It is not by infrequent, spasmodic fits of exercise, planned in some moment of temporary excitement, that any one will advance health and strengthen the frame. A devotion to walking around our beautiful Common, mechanically followed, because "one must take exercise," will not effect the desired end. It is much in the spirit of *taking* medicine, and not, as exercise and sports should be estimated, an eagerly anticipated pleasure, a draught that is sought for, not half dreaded.

By continued habits of out-door exercise and amusement, much of the influence of our wayward climate may be obviated. The muscles become more firmly strung, the lungs are less alive to outward impressions, and morbid mental sensations are less likely to be generated. All know the power of habit ; therefore, young people, form and maintain good ones as to physical health and training, and "when you are old you will not depart from them."

We mentioned the contrast drawn between England and America as to the habits of girls in respect to exercise. We clipped the paragraph from the *Boston Evening Transcript*, and present it to our readers.

"The English girl spends more than one half of her waking hours in physical amusements, which tend to develop and invigorate and ripen the bodily powers. She rides, walks, drives, rows upon the water, runs, dances, plays, sings, jumps the rope, throws the ball, hurls the quoit, draws the bow, keeps up the shuttlecock—and all this without having it pressed forever upon her mind that she is thereby wasting her time. She does this every day, until it becomes a habit which

she will follow up through life. Her frame, as a natural consequence, is larger, her muscular system better developed, her nervous system in better subordination, her strength more enduring, and the whole tone of her mind healthier."—*Boston Medical and Surgical Journal*.

REVIEWERS' TABLE.

REPORT OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA, FOR 1855. Translated from the French, and printed by order of the Legislative Assembly. Toronto: 1856.

This voluminous document, extending to 220 pp., 8vo, furnishes abundant proof of the zeal and energy with which the new Superintendent, Pierre J. O. Chanveau, Esq., has entered upon his arduous official duties. Most of our readers are probably aware of the numerous disadvantages under which the interests of education labor in the lower province, as contrasted with the comparatively favorable circumstances existing in the upper province. The peculiar character of the population of Eastern Canada, their general deficiency in intellectual culture, their jealousy of any interference with their ancestral faith and customs, render it difficult, notwithstanding their characteristic simplicity and integrity, their genial spirit and courteous manners, to introduce extensively among them a new aspect of education and new methods of instruction.

We proceed to offer to our readers a few extracts, embracing the prominent points touched on by the Superintendent in his annual report. Taking a general survey of the field of his labors, he says:—

"The present state of public instruction in Lower Canada was perfectly described by my worthy and zealous predecessor, in his last Report, where he says: 'The law now in force was perhaps suitable to the times in which it was passed, but now several modifications are necessary, in order to give to the system its full development, to place it in harmony with the progress since made, and to give to public instruction that high degree of utility and perfection to which every system of national education should tend.'

No person, however much inclined to view things in their worst light, can fail to admit that most important results have been obtained, not only in the establishment over the whole Province of a regular system of primary instruction, but also in the progressive development of the system, made evident from year to year by the statistics published by the department.

One might be inclined not to estimate at its proper value what we have, if he were to compare it with what every one wishes to see established; but a more impartial view of the case would be to compare what has been achieved with the obstacles to be overcome and the means of surmounting them. At the time of the passing of the first law which embodied a principle of compulsion, people would have been happy to be assured that at this date that law would be everywhere carried out by the very persons whom it was designed to coerce, nor would they have been at all surprised to hear, that after a few years all would not yet be perfect, in an order of things established under circumstances so difficult."

Speaking of the needed reforms in the educational system of Lower Canada, Mr. Chanveau says:—

"It is evident from the documents published by this department, the investigations of the Committee of the Legislative Assembly in 1852, the

frequent discussions in Parliament and in the Press, that all are agreed as to the nature of the principal reforms which are required; and their general character has been clearly enunciated by my predecessor, in the extract already cited.

The differences as to the urgency of these reforms, the want of funds necessary to accomplish them, and important questions of detail undecided, are the only obstacles to their immediate realization.

The points upon which public opinion is most decided are :

1. Improvement of the body of teachers;
2. Uniformity of school books;
3. Centralization of authority, and, as a consequence, better and more vigorous discipline through the whole department of public instruction.
4. The establishment, in every county or division of county, of, at least, one of the schools to which our Legislature has given the name of Academy, and of a Model Primary School in each municipality.

The necessity of improvement in the body of teachers is too keenly felt for it to need any demonstration from me.

The establishment of normal schools, on some plan or other, is admitted by every one to be the first and principal remedy. The amelioration of the position of the teacher is also considered as so inseparable from the improvement of the body, that many hold it to be a condition precedent to any attempt at normal instruction. It is, however, true, that the immediate consequence of normal instruction is an augmentation of salary in favor of the higher class of teachers which it produces."

"The plan adopted in Upper Canada, of having only one normal school under the immediate direction of the Superintendent of Public Instruction, has so far produced excellent results. This method has also been successfully followed in several of the adjoining Provinces and States. There are, however, other systems, which so much the more merit our attention, that Lower Canada is, in many respects, in an exceptional position.

In England, where it is true the action of the state in taking the lead in any intellectual or benevolent movement is more restricted than in any other country, the establishment of normal schools was tardily thought of, and what has taken place there, may, perhaps, account for some of the obstacles which our own Government has had to encounter.

In 1835 the House of Commons voted £10,000 for the establishment of normal and model schools; and in 1839 that sum, as well as what had been subsequently voted, was, by an order in council, appropriated in equal portions to the encouragement of the schools under the control of the National Society, and the Society of British and Foreign Schools."

"There is not, at the present time, one normal school in England under the control of the state. That of Kneller Hall, established by the Government in 1851, at great expense, for the purpose of educating teachers for the schools called 'Union Schools,' which are attached to the work houses, has just been abandoned. Its want of success has, by some, been attributed to the repugnance felt for that particular career to which its scholars were destined.

The Government at present grants, in accordance with a plan of distribution very analogous to that recommended by the order in council, subsidies to particular societies who have opened normal schools in various localities. The National School Society has three, — at Westminster, at Battersea and at Chelsea; the Wesleyans have one at Westminster; the Society of British and Foreign Schools has one at Southwark; the English and Colonial Society one at London, and the established church supports one in each diocese. The Government grants an annual premium to the teacher who has graduated at any one of these schools; and the royal commissioners have prepared a system of questions for the examination of candidates for diplomas."

Mr. Chanveau considers the plan of a single normal school for the whole province, inapplicable to Lower Canada, but says : —

"I think that in establishing under the active and incessant superintendence of this department, *several* normal schools, means might be found of affording to the principal sections of our population, heterogeneous in language

and religion, guaranties which, without the odium of a system of exclusion, would induce each individual to go to that institution which he would expect to find most suited to his own views."

He speaks, also, of teachers' "associations and conferences" (teachers' institutes, virtually,) as an important means of advancing the qualifications of teachers, and recommends the formation of these associations in every district, and proceeds to suggest the establishment of a journal of education for the lower province.

"The influence of such a journal would extend not only to teachers, but also to every person entrusted with the administration of the law, raise up a multitude of defenders of our system of compulsory taxation, and would contribute more than anything else to inspire our population with that active zeal without which all the efforts of the Government would always be more or less ineffectual. It would relieve the department of a vast amount of correspondence, the multiplicity of which engrosses a large share of time which might be much more usefully employed, and would spread abroad notices and instructions not easily diffused by other means."

"In France, notwithstanding the existence of the '*Journal*,' and of '*La Revue de l'Instruction Publique*,' and of a number of other publications of the same character, '*Le Bulletin de l'Instruction Primaire*,' which, in the style of its management, approaches more nearly to the American Journals of Education, was in 1854 established under the auspices of the Minister of Public Instruction.

"The important benefits obtained in other countries from similar publications, more particularly nearer home, at Nova Scotia and Upper Canada, are well known, and induced my predecessor to make the suggestion which I now repeat.

"The Journal of Education for Lower Canada ought to be distributed gratuitously to all teachers, as well as to the several Boards of School Commissioners. Should it be desired to recover part of the expenses of publication, it would require not to be limited exclusively to articles on public instruction, but to be made a regular Family Journal, which, under an agreeable form and small price, would spread useful knowledge through the country, and inspire the youth with a taste for sound reading, and would be the auxiliary and the complement of the parish libraries. Almost all the magazines of this character have adopted this method, which in this country would be nearly an absolute condition of success.

"The third means to be adopted for improving the present class of teachers would be to institute at the normal schools, during the vacation of the primary schools, a special course of lectures. There is nothing to prevent the present teachers, after having gone through this course, from being admitted to share according to the ability which they have displayed, their experience in teaching being taken liberally into account, in the advantages granted to the graduated students of the normal school.

"A fourth means would be to distribute to the teachers some manuals of instruction in teaching, which they would be bound to remit in good order to their successor, and which, besides the library of the parish and scholars, would form a small library for the teacher."

The enlightened zeal and the practical efficiency with which the superintendence of education in Upper Canada has been so long conducted by the Rev. Dr. Ryerson, together with the circumstance that several of the features of his system of administration are closely correspondent with those of our New England States, have served to make the readers of educational journals, throughout the Union, comparatively well acquainted with the actual condition of education in the part of Canada which is under his official supervision. But few opportunities, however, have been enjoyed, among us, of ascertaining

anything definitely of the state of matters, as regards the interests of education in Lower Canada. For this reason, we have gone somewhat into detail in our extracts from the report of Mr. Chanveau, whom we are happy to welcome as an additional laborer, and a zealous and intelligent one, in the wide field of American Education.

W. R.

A SYSTEM OF PHYSICAL GEOGRAPHY; containing a Description of the Natural Features of the Land and Water, the Phenomena of the Atmosphere, and the Distribution of Animal and Vegetable Life. To which is added a Treatise on the Physical Geography of the United States. By D. M. Warren. The whole embellished by numerous engravings, and illustrated by several copperplate and electrotyped maps and charts, drawn expressly for the work by James H. Young Philadelphia: H. Cowperthwait & Co. 1856. 4to, pp. 92.

We have not satisfied ourselves with looking at the pretty pictures of this beautiful book, but have carefully examined it throughout, comparing it, as we went along, with other works on the same subject; and we do not hesitate to recommend it as a summary prepared with more than ordinary care, and likely to prove very effective as a school-book. We do not think the making of such books by any means an easy task. It is easy to throw together a mass of matter on a given subject, have it printed, and call it a treatise; but to seize on the *salient points* of a subject and present them in a clear and logical order, and thus compress much well-chosen information into a small space, is not easy. It is a work requiring care, labor, and judgment. We think that Mr. Warren has been more than usually successful, and that his book will prove exceedingly well adapted to the class of pupils for whom it is intended. It is a concise, clear, and very interesting sketch of one of the most interesting of subjects.

This and other similar books that have lately been published, inaugurate a new era in the study of geography in our schools. We fancy few will much longer retain the old hodge-podge method of mingling all manner of details together, or retain in use much longer the old, dry routine by which the study has heretofore been murdered. We don't see how a school-boy, or a school-master, with a spark of life in him, can withstand the influence of such a book as this. Here is this great and beautiful world laid out before him — doors of entrance opened to the study of all those grand phenomena whose interest can never be exhausted and whose secrets can never wholly be fathomed by the greatest or wisest of men. The wonderful history petrified in the globe's rocky crust, the stupendous secrets of ocean and mountain, the infinite variety and ever-changing beauty of the living world, the wondrous ocean-tides, winds, rivers, currents, and the great sea of air we breathe; if a boy cannot be interested in studying these, and learning the laws which govern them, he must be a hopeless dunce; and if a master cannot give life and interest to studies like these, he must be a hopeless blockhead.

Too much cannot be said in praise of the beauty of the book. We don't know anything we should prefer to give to a bright boy as a Christmas or New Year's present; and we verily believe that if the book and the subject could only be kept away from those melancholy, hum-drum, jog-trot, dirty, dog's-ear associations, which, alas! so often deform the beauty of what was meant to be the most interesting of

occupations, boys and girls would read the book with more interest than they read their story-books. But this is not the way things are taught. In too many schools the book will get grimy in the scholar's unwashed hands, and the subject will get grimy in his untrained mind. When will wholesome and natural teaching prevail? We suppose, when the great public chooses to see its importance, and to be convinced of the only conditions on which it can be obtained; and these are to make the teacher's vocation an easier one, and his position what it ought to be, a more important and a more attractive one. Improvement in the character of school-books is not the least of the influences that are at work to bring about this change. We think that any father who could be persuaded that his boy was really learning the substance of the book before us would think more highly of school than he does, when those doleful old associations come up of the whippings he got in *his* young days for not remembering all the names of those impossible places which he has never thought of since, of those capes no ship ever doubled, those rivers he is sure only one traveller ever saw; and all that *school* study which is so different from the geography of his newspaper and the knowledge of his daily life. A.

AN INTRODUCTION TO THE STUDY OF ENGLISH GRAMMAR, by Samuel S. Greene, author of *Analysis, First Lessons*, etc. Philadelphia: H. Cowperthwait & Co. 1856. 16mo, pp. 192.

We like Part I of Mr. Green's little book extremely. It is the simplest, most natural, and interesting method of teaching young children the distinctions between the parts of speech, that we remember to have seen. But if we were forced to teach young children grammar, — and we would not do it unless we were forced to, — we would stop short with Part I, and postpone the remainder of grammatical instruction to a very late period, say the last year of the Grammar School, or, better still, the first of the High School. Abstract grammar, in our judgment, ought not to be reckoned among the elementary, but among the higher training studies. No time is more completely wasted, and with more tedium and vexation to teacher and pupil, and therefore with more damage to the life of the school, than that wasted on the interminable and intolerable "parsing-lessons." The children do not learn their mother-tongue — they are rather prevented from learning it by them, because the whole study is so utterly unsuited to their minds. In the Prussian elementary schools the study of abstract grammar has been discontinued by school regulations, published within two or three years.* We should like to see the same measure adopted in ours.

We hail with pleasure, therefore, any attempt at simplifying the study. The elementary distinctions of the parts of speech, and the logical connection of the parts of a sentence, every child should know; but the more simply such instruction is communicated, the better. A.

* The words of the regulation are: — "The separate study of German grammar is excluded from the elementary schools," and "A theoretical knowledge of grammar is not required of the children."

ILLUSTRATED MAGAZINE OF THE EIGHTH EXHIBITION, under the direction of the Massachusetts Charitable Mechanic Association, at Faneuil and Quincy Halls, Boston, September, 1856; published by Damrell & Moore and George Coolidge, in the Halls, and at No. 16 Devonshire street.

What a picture of the industry, enterprise, intelligence, and thrift of our good old Bay State, does this elegant pamphlet exhibit! Here is a list of 1,733 different articles—from the most delicate jewelry, the finest product of the loom, and the most beautiful cabinet-work, to the massive steam-engine and the heaviest machinery. We wish that space allowed us to describe some of the many evidences of the skill and ingenuity of Massachusetts workmen and inventors, which we examined during a visit of several hours which we made to the Exhibition itself—for we prize such occasions greatly, as among the best of educational opportunities. And whence all this, save from the intelligence of Massachusetts? and whence her intelligence, save from her *Free Schools*? What a commentary on the atrocious sentiments respecting them, which we have copied in another place, from a Virginia newspaper!

The pamphlet, with its numerous illustrations, is beautifully got up, and is a credit to the press of our excellent printers. A.

That pleasant magazine for the young, the Student and Schoolmate, comes to us this month in a new and very pretty dress, and with the name of the Rev. A. R. Pope, lately one of the Agents of the State Board of Education, as its Assistant Editor. It is filled with a variety of useful and interesting reading, and is adorned with neat wood-cuts. We wish it a continuance of prosperity. It is published at one dollar a year by Robinson & Richardson, 119 Washington street.

We have received the following books, which we shall notice in our next No.:—Tate's Philosophy, Hickling, Swan, & Brown; Mitchell's Primary Geography, 4th edition, Thomas Cowperthwait & Co.; Cowdery's Moral Lessons, do.; Berard's United States, do.; Colburn's First Part, do.

INTELLIGENCE.

The Michigan Journal of Education contains the minutes of the annual meeting of the Teachers' Association of that State, at Ypsilanti, Aug. 18. Reports were read, on The Necessity, in our School Training, of a more careful cultivation of the Sensibilities; on The Importance of the Study of Natural History [an excellent paper which we propose to lay before our readers]; on The Supervision of Schools; on The Study of the English Classics; and one on Drawing in Schools, by Miss M.L. Gilpin, of Philadelphia. Committees were appointed to report at the next meeting, on the subject of the Reflex Influence of Teaching on the Health and Character, and on Primary Instruction. A vote guaranteeing to the editor of the Journal a thousand copies of the same, was afterwards changed by inserting the words, "a full and adequate support" instead. An incomplete list of members contains seventy-five names.

We learn from a correspondent, whose account we have not room to print, that a pleasant occasion took place on the 23d instant, at Phillips Academy, Andover, when a handsome and valuable telescope was presented by the pupils—between two and three hundred in number—to Mr. J. S. Eaton, teacher in the English Department, as a token of their appreciation of his impartial and judicious management of the School, during the absence of the principal, Dr. Taylor, on a tour through Europe and the East.

DEDICATION OF A HIGH SCHOOL-HOUSE IN BROOKLINE.—On Friday, October 31st, the edifice recently erected for the Brookline High School was dedicated with appropriate exercises. Thomas Parsons, Chairman of the Building Committee, surrendered the keys, with apt and felicitous remarks, to the School Committee. Rev. Dr. Stone, in behalf of the latter Committee, received the keys, spoke of their symbolical character, and remarked that with them it would be the purpose of the Committee to lock out of the building all ignorance, vice, and ill manners; free admission would be offered to all else. Rev. Mattson M. Smith read selections from the Scriptures, and led in the prayer of dedication. Vocal and instrumental music followed. Hon. George S. Boutwell was then introduced, and made a very instructive and practical address on the relations which the different grades of schools bear to one another. Rev. Mr. Quint, a member of the Board of Education, being introduced, illustrated in a happy and impressive manner the idea embodied in the text,—"The school is more potential than the laws, and the family is more important than the school." Rev. Dr. Hedge, of Brookline, urged upon the scholars the reflection that beautiful school-houses and extensive apparatus cannot supply the place of their own efforts. Though having large hope in the future, he suggested the query, whether the rising generation would furnish more leading minds than the generation past, which did not enjoy so ample means.

The house is constructed of wood, at an expense of about \$15,000. It is a beautiful building, containing two large school-rooms forty-two feet square, a recitation-room, library, ante-rooms, and two large, well-lighted, and airy rooms in the basement for gymnastic exercises. The structure does credit to the liberality, and is an ornament to the town of Brookline. H.

MATHEMATICAL.

ANSWERS TO QUESTION 15 (OCT. NO.)

I. — The greater of two numbers is equal to one-half their sum increased by one-half their difference; and the less is equal to one-half their sum diminished by one-half their difference. The product of any two numbers, then, is equal to one-half their sum increased by one-half their difference, multiplied by one-half their sum diminished by one-half their difference,—i. e., the square of one-half their sum diminished by the square of one-half their difference.

Algebraically stated. — Suppose $a > b$. Then $a = \frac{a+b}{2} + \frac{a-b}{2}$ and $b = \frac{a+b}{2} - \frac{a-b}{2}$; and $a \times b = (\frac{a+b}{2} + \frac{a-b}{2})(\frac{a+b}{2} - \frac{a-b}{2}) = (\frac{a+b}{2})^2 - (\frac{a-b}{2})^2$. If now we construct a table, placing opposite every number the square of its half, we can find the product of any two numbers by subtracting the number in the table opposite the difference of the two numbers from the one opposite their sum. In constructing the table, the fraction (4) which

would occur opposite every odd number may be disregarded; for, if the sum of any two numbers be odd, their difference is also odd, and therefore the difference between the two tabular numbers *used* in any given case is not affected by the fraction. P.

II. — This table is based upon the truth of Prop. 5, 2d Book of Euclid. Opposite each number in the table stands the square of its half, rejecting the $\frac{1}{4}$ which always occurs in the square of half of an odd number; because, the sum of two numbers being *odd*, their *difference* is also odd, and the $\frac{1}{4}$ cancels itself.

The truth above alluded to is, that, if a number be divided into two *equal*, and also into two *unequal*, parts, the product of the equal parts will be greater than the product of the unequal parts, by the square of half of the difference of the unequal parts.

Example. — Let 50 be the number. $= 25 + 25 = 30 + 20$.

$$25 \times 25 = 625$$

$$30 \times 20 = 600$$

$$\frac{30-20}{2} = 5. \quad 5 \times 5 = 25$$

$$25 \times 25 = 30 \times 20 + \left(\frac{30-20}{2}\right)^2$$

$$625 = 625.$$

Boston, Oct. 15, 1856.

[The title of the book is, "Table of Quarter Squares. By S. L. Laundry, Associate of the Institute of Actuaries. London: Layton."]

MISCELLANY.

EDUCATION AND SLAVERY. — "We have got to hating everything with the prefix *free*, from free negroes down and up through the whole catalogue — *free* farms, *free* labor, *free* society, *free* will, *free* thinking, *free* children, and *free* schools — all belonging to the same brood of *damnab*le isms. But the worst of all these abominations is the modern system of *free* schools. The New England system of free schools has been the cause and prolific source of the infidelities and treasons that have turned her cities into Sodoms and Gomorrahs, and her land into the common nestling-places of howling Bedlamites. *We abominate the system because the SCHOOLS ARE FREE.*" — *South Side Democrat, Petersburg, Va.*

FREE SCHOOLS — MASSACHUSETTS AND VIRGINIA. — In 1701, the penalty imposed by the Legislature of Massachusetts upon towns for neglecting to provide Grammar Schools was twenty pounds. It was required that "the schoolmasters should be appointed by the ministers of the town, and the ministers of the two next adjacent towns, or any two of them, by certificates under their hands."

These early resolves, concerning schools and education, indubitably prove two things: first, that our Puritan Fathers believed that the establishment of schools was a duty they owed to justice and humanity, to freedom and religion; and, second, that they had resolved that these schools should be *free*. Here, then, was a new idea introduced to the world, — *free schools!* And from free schools and congregational churches, what could result but *Republicanism*? They held our republic as the acorn holds the oak. It is important to state that free schools originated in Massachusetts.

In 1671, Sir William Berkeley, first Governor of Virginia, writes to the king, thus:

"I thank God there are no free schools nor printing-presses here, and I

trust there will not be this hundred years ; for learning breeds up heresies and sects, and all abominations. God save us from both ! ”

Now look at Massachusetts. The Rev. John Robinson, before the Pilgrims left Leyden, charged them to build churches, establish schools, and read the Bible, without sectarian prejudice. He said : “ I am convinced that God has more light yet to break forth out of his holy word. Receive such light gladly. ” Our fathers acted on this wise, Christian, and republican advice, and engaged Philemon Purmount “ to teach the children ; for which he was to be paid thirty acres of ground by the public authorities. ” How accordant this with that noble resolve of New England, to establish a college, “ to the end that good learning may not be buried in the graves of our fathers ! ” It is cheering to read in the early records of Medford, when a special town meeting was called for this only purpose, viz., “ to see if the town will have a school kept for three months, ” to find every voter in favor of it, and, at the end of this vote, appending these immortal words, “ and this school shall be free ! ”

Here we have, in short compass, the different beginnings and opposite policies of two settlements ; the one anathematizing free schools and printing presses ; the other doing all it can for free inquiry, universal culture, and progressive truth. The natural result of one system is to overrun a State with slavery, darken it with ignorance, pinch it with poverty, and curse it with irreligion ; the natural result of the other is to fill a State with freemen, to enlighten it with knowledge, to expand it with wealth, and to bless it with Christianity.

We should never cease to thank God that our ancestors, though surrounded by savage foes, and doomed to poverty and self-denial, laid deep foundations of that system of common schools, which is now the nursery of intelligence, the basis of virtue, the pledge of freedom, and the hope of the world. — *Brooks's History of Medford.*

SLAVERY AND IGNORANCE. — Of white persons in Virginia, between the ages of five and twenty, there are 379,845. Of this number there are at school or college only about 111,327, leaving as *attending no school of any kind*, 268,518 : that is, for every young person in the State, between five and twenty years of age, receiving any instruction, there are two others who receive none ! In other words, two-thirds of that portion of the population of Virginia who are to become citizens within the next fifteen years, are in these most precious years of their history, going wholly untaught. We stop not to comment on the almost total worthlessness of much of the *instruction* imparted to the one-third who receive any. — *N. Y. Evangelist, quoted in the Wisconsin Journal of Education.*

“ There are, within the limits of the State of Maryland, according to the last census, seventeen thousand native white adults and three thousand four hundred and fifty-one foreigners, making in the aggregate 20815 persons, who can neither read nor write. Scattered over eight counties of the State, with an aggregate population of about 80,000, there are but fourteen public schools, averaging about thirty-four pupils to each school. There are of course some private schools in these counties, but the entire number of children attending school, all does not average more than one child to each family of seven persons.

The head of every third family throughout the State can neither read nor write. More than ten thousand men exercise the right of suffrage in Maryland, who are utterly unable to read the names of the candidates for whom they vote. ” — *Baltimore Patriot, quoted in the Wisconsin Journal of Education.*

EDUCATION AND FREEDOM. — “ No State can boast of the same amount of enterprise, intelligence, and public spirit, as Massachusetts, and no city has done half so much as Boston. I find here more learning, more industry, and more of everything that adds to the greatness and glory of America, than I find in half of the Southern States put together. No child is allowed to grow up to manhood without an education ; if his parents are poor, he is edu-

cated at the expense of the State; if he is an orphan, he is not only educated, but he is also taught a trade; and to prevent truant boys from growing up vagabonds, a committee is appointed whose duty it is to ascertain who and where they are, that they may be properly cared for." — *"A Kentuckian Down East," in the Louisville Courier.*

A discovery of great interest in Geology has just been made by Prof. Wm. B. Rogers in the eastern part of Massachusetts — no less than fossil remains in the old and altered slates immediately bordering on the Quincy granite. The fossils are *trilobites* of a species belonging to the very oldest fossiliferous strata. "Thus for the first time," says Prof. R. "are we furnished with the dates for establishing conclusively the geological age of any portion of this part of ancient and highly altered sandstones, and, what gives further interest to the discovery, for defining in regard to this region the very base of the Palaeozoic column as recognized in other parts of the globe." The fossils, which are thus far all of one genus, (*Paradoxides* — see Hitchcock's *Elementary Geology*, p. 152, for a drawing of one, and Lyell's *Manual*, Little & Brown's Ed., p. 454,) were found in a quarry in the belt of siliceous and argillaceous slate on the borders of Quincy and Braintree. For some years the owner of the quarry and his family had been aware of the existence of these so-called images in the rock, which they were in the habit of quarrying as ballasting material for wharves, but until now the locality has remained entirely unknown to science. "As this genus of *Trilobites* is peculiar to the lowest of the Palaeozoic rocks in Bohemia, Sweden, and Great Britain, marking the 'Primordial Division' of Barrande, and the "Lingular Flags" of the British Survey, we will [shall] probably be called upon to place the fossil belt of Quincy and Braintree on or near the horizon of our lowest fossiliferous group, that is to say, somewhere about the level of the Primal rocks, the Potsdam sandstone and the Protozoic sandstone of Owen, containing *Dikelocephalus* (Lyell, p. 457,) in Minnesota and Wisconsin."

"The occurrence of well-preserved fossils among rocks so highly altered and so contiguous to great igneous masses as are the fossiliferous slates of Quincy, may well encourage us to make careful search in other parts of Eastern New England where heretofore such an exploration would have been deemed useless." — *Letter of Prof. Rogers in Silliman's Journal for Sept.*

EDITORIAL POSTSCRIPT.



DECEMBER, 1856.

We have received from Tuscaloosa, Alabama, a number of the Teacher, with the following endorsement, — "Keep your d——d abolition doctrines at home; please stop this; Mr. — has gone to parts unknown." The Southern gentleman who writes it, and whom we suppose to be the post master of the place, is not over civil, and somewhat profane withal. He is, however, wise in his generation. Nothing ought so much to excite his wrath and his fears, as free schools and popular education, for his wicked institution has no enemy so dangerous. The number returned was the one occupied with the proceedings of the American Institute of Instruction. We shall give ourselves the satisfaction of finishing his year by sending him this one number more.

A.

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